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ABSTRACT

California's Greater Avenues for Independence (GAIN) program is designed to provide education, job training, and support services to help welfare recipients enter the workforce. As part of an effort to monitor the California Community Colleges' (CCC's) GAIN effort, the Office of the Chancellor conducted a study of GAIN student characteristics, program services, and financial data for the 1992-93 academic and fiscal year. Surveys were sent to all 107 CCC's in May 1993 and revenues were calculated from college apportionment reports. Results of the study, based on responses from 79 colleges, included the following: (1) overall, the responding colleges reported a total of 18,827 GAIN students attending classes, an 11% decline from the 21,091 students reported for 1991-92; (2) the 11% decline occurred primarily in six districts due to fewer student referrals from county agencies; (3) overall, the college GAIN student population was 74.8% female and 67.2% non-white; (4) the non-white student population grew slightly from 1991-92 due to an increase in Hispanic students, despite small decreases in American Indian, Asian, Pacific Islander, African-American, and Filipino GAIN student populations; (5) 59.2% of the students participated in the GAIN basic education program, while moderate decreases were registered for the vocational training and self-initiated components; (6) the two main sources of funding for GAIN programs were the State's General Fund and local contracts and grants; and (7) total GAIN revenues were down $37.3 million from $43.9 million in 1991-92. Tables of student profiles and funding types by college district and the legislative definitions of GAIN services are appended. (MAB)

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ED 369 465

GAIN IN THE COMMUNITY COLLEGES

A Report on the 1992-93 Survey on GAIN Participants and Funding

March 1994

California Community Colleges

JC 940 300

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(Excerpted from AB 2580)

GAIN IN THE COMMUNITY COLLEGES

A Report on the 1992-93 Survey on GAIN Participants and Funding

Nature and Scope of the Survey

Greater Avenues for Independence (GAIN) is California's welfare reform program, created in 1985. It provides education, job training and support services to help welfare recipients enter the workforce. California's GAIN program is now part of the national Job Opportunities and Basic Skills (JOBS) program created by the federal Family Support Act of 1988. The original GAIN legislation was modified by AB 312 in 1990 to meet federal standards and to make other changes.

Four state agencies and their local counterparts, as well as private organizations, provide services to GAIN participants. (See Appendix B for a list of services in the program.) County welfare departments and other agencies also may contract directly with colleges for additional services, such as vocational assessment of clients.

The law requires the Chancellor's Office to help monitor the college GAIN effort and to provide technical assistance to local staff charged with implementing the program. This annual survey fills part of that role. It collects statewide data on GAIN student characteristics that are not currently available in a comprehensive fashion from other sources. Furthermore, it is our only statewide source of information about the type and value of contracts that community colleges hold for providing specific GAIN services.

The current report summarizes information about GAIN in the California Community Colleges for the 1992-93 academic and fiscal year. We mailed the survey in May of 1993; 79 of the 107 California Community Colleges responded. In addition to the survey information, we include revenues calculated from community college apportionment reports to provide a more complete picture of GAIN funding.

Summary of 1992-93 Data and Comparison to Prior Years

GAIN Student Profile

GAIN participants in community colleges enroll in college courses under an active personal contract with the county welfare department to receive GAIN services. For survey purposes, we asked colleges to report a cumulative, unduplicated count of all GAIN participants who enroll at any time during the 1992-93 academic year, even if they left the GAIN program before the year ended. Seventy-nine colleges reported a total of 18,827 students attending classes (refer to Figure 1). This is an 11 percent, or 2,264 participant decline from the reported 21,091 students attending in 1991-92.

FIGURE 1

Comparison of GAIN Student Profile

	1991-92		1992-93	
	Number of students	% of students with known characteristics	Number of students	% of students with known characteristics
Total Students	21,091	---	18,827	
Ethnicity				
American Indian	370	1.9	289	1.6
Asian, Pacific Islander	3,349	17.0	2,988	16.8
African-American	4,195	21.3	3,554	20.0
White	6,861	34.8	5,852	32.8
Hispanic	4,623	23.4	4,827	27.0
Filipino	127	0.6	96	.5
Other	206	1.0	231	1.3
Unknown	1,360 (6.4%)	---	990 (5.2%)	---
Gender				
Female	14,085	74.4	13,551	74.8
Male	5,106	25.6	4,567	25.2
Unknown	1,180 (5.6%)	---	709 (3.7%)	---
Age at college entry				
Less than 20 years	548	3.3	1,035	6.0
20-24 years	2,452	14.6	2,946	17.0
25-29 years	3,054	18.2	3,892	22.5
30-34 years	3,854	22.9	3,903	22.5
35-39 years	3,353	20.0	2,605	15.0
40+ years	3,543	21.1	2,932	17.0
Unknown	4,287 (20.3%)	---	1,514 (8%)	---
Type of GAIN instruction				
Basic education	7,305	53.4	9,562	59.2
Post-assessment training	3,623	26.5	3,623	22.4
Self-initiated program	2,759	20.2	2,971	18.4
Unknown	7,404 (35.1%)	---	2,671 (14.2%)	---

Source: Chancellor's Office 1991-92 and 1992-93 GAIN surveys. Percentages may not add up to 100% due to rounding.

The 11 percent decline in GAIN students reported for 1992-93 occurred primarily in six districts. These six districts reported that the drop in GAIN student participation was due mainly to less student referrals from the counties. In addition, in one college, the basic skills/general educational development (GED) program moved from the college to the K-12 adult education program. Another college had a large number of students who had completed their educational goals and since left.

Colleges also were able to tell us the ethnic background, gender, and age of most of these students (refer to Figure 1). The GAIN program continues to serve large numbers of students who traditionally have been underrepresented in higher education, including women and ethnic minorities. Overall, the 1992-93 community college GAIN student population

was 74.8 percent female and 67.2 percent non-white for those whose characteristics were known. The small percentage growth in non-white students in 1992-93 in comparison with 1991-92, is due to an increase in the percentage of Hispanic students being served. There were small percentage decreases in the American Indian, Asian, Pacific Islander, African-American, and Filipino student population served in 1992-93 compared with 1991-92.

Overall, GAIN students served in the community colleges in 1992-93 were younger than the students served in 1991-92 for those whose characteristics were known. Forty-five and one-half percent of GAIN students were under 29 years of age in 1992-93, compared with 35.8 percent in 1991-92.

Type of GAIN Instruction

GAIN participants in community colleges generally enroll under one of three types of personal contracts for GAIN instruction: a basic education contract, in which students attend adult basic education (ABE), general educational development (GED) or English-as-a-second-language (ESL); a post-assessment training contract for vocational education or training; or a self-initiated program (SIP) contract for students who enroll in college prior to active participation in GAIN.

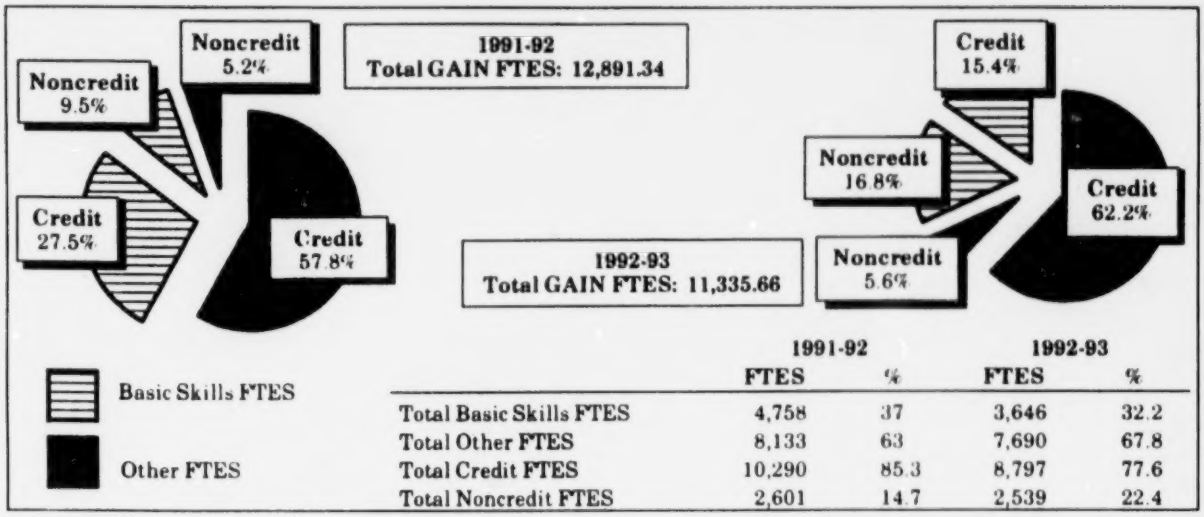
Figure 1 displays the proportion of students in the three contract types, for those with known information. More than one-half of the students, 59.2 percent, participated in GAIN basic education in 1992-93, an increase from 53.4 percent in 1991-92. In turn, there were moderate decreases in the percentage of students who had post-assessment contracts and self-initiated program contracts from 26.5 percent and 20.2 percent in 1991-92, to 22.4 and 18.4 percent in 1992-93. Appendix A, Table 2, displays a district-by-district comparison of the three types of instruction for GAIN participants.

The survey data for 1992-93 shows that colleges are better able to identify the type of GAIN instruction in which students participate. The percentage of type of instruction that was unknown decreased from 35.1 percent in 1991-92 to 14.2 percent in 1992-93. This is probably due to more effective GAIN tracking and reporting systems for students and better coordination with the Management Information System (MIS) in the colleges.

Figure 2 illustrates the breadth of instruction for college GAIN students from a different angle. It displays units of full-time equivalent students (FTES) generated by GAIN students, based on the amount of time spent by students in instruction. The proportion of FTES produced from basic skills classes decreased from 37 percent in 1991-92 to 32.2 percent in 1992-93. Compared with 1991-92, there was in increase in the amount of non-credit basic skills instruction and a decrease in basic skills credit instruction in 1992-93. Overall however, GAIN continues to be primarily a non-basic skills instructional program (67.8 percent) in terms of overall classroom time.

FIGURE 2

Total Basic Skills/Other Credit/Noncredit GAIN FTES
1991-92 and 1992-93



	1991-92		1992-93	
	FTES	%	FTES	%
Total Basic Skills FTES	4,758	37	3,646	32.2
Total Other FTES	8,133	63	7,690	67.8
Total Credit FTES	10,290	85.3	8,797	77.6
Total Noncredit FTES	2,601	14.7	2,539	22.4

Statewide Revenue for GAIN

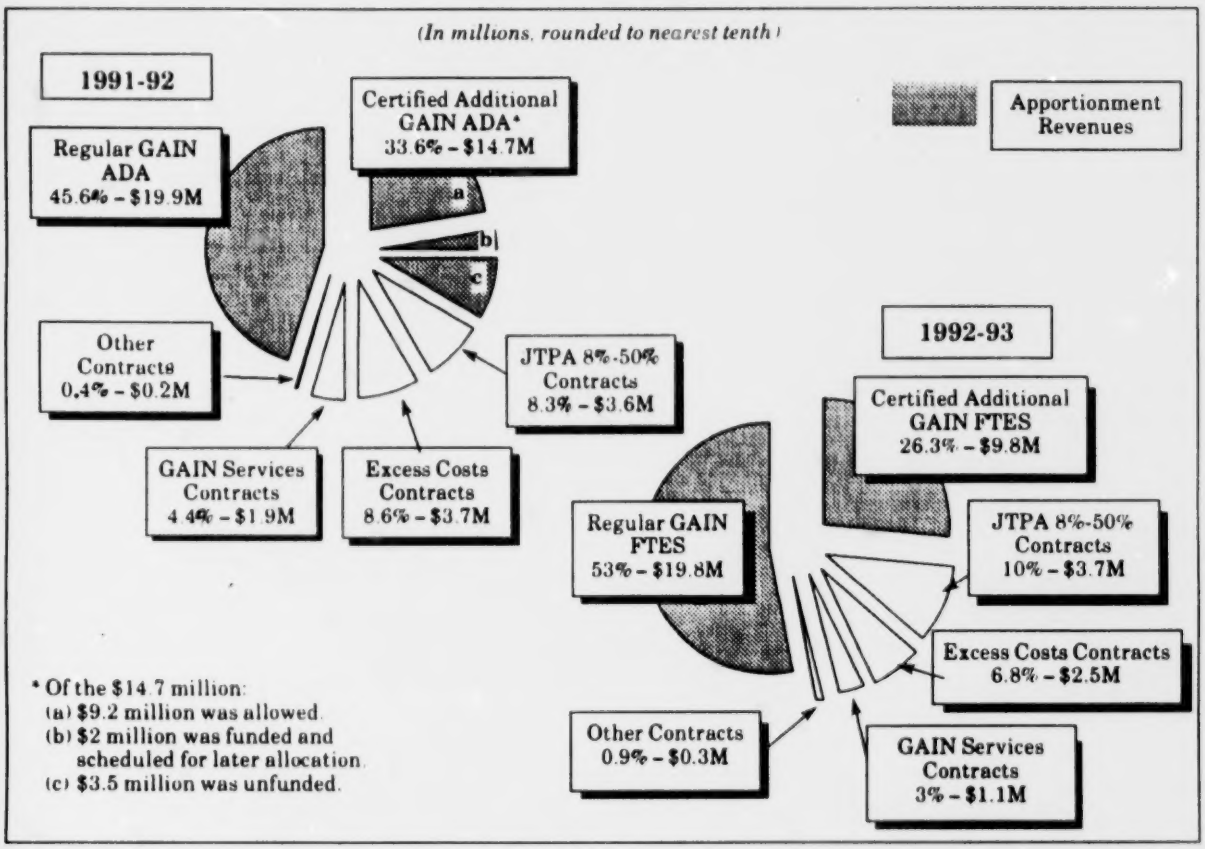
A variety of fiscal resources support GAIN in community colleges. There are two main categories of revenue: apportionment monies from the State's General Fund (and matching dollars from the federal JOBS program), which are allocated to districts based on the FTES generated by students; and monies garnered through local contracts and grants specifically for GAIN or GAIN-related costs.

Figure 3 displays overall community college GAIN revenues for fiscal years 1991-92 and 1992-93. Total revenues for 1992-93 were $37.3 million, down from $43.9 million in 1991-92. (These are revenues generated by, or available for, GAIN participants; they do not necessarily reflect actual costs.) Apportionment revenues (the shaded portion of Figure 3) decreased by $5 million from $34.6 million in 1991-92 to $29.6 million in 1992-93.

"Regular" GAIN FTES is generated by GAIN students that are under the district's fundable growth cap and the GAIN maintenance-of-effort (MOE). "Additional" GAIN FTES are supplemental monies available to districts for GAIN FTES above their enrollment cap and the MOE. During 1992-93, the "additional" GAIN FTES funding decreased from $11.2 million in 1991-92 to $9.8 million. The decline in funding is because some districts were unable to meet their MOE either from lack of referrals or a lack of growth. Other colleges have experienced a decrease in general student enrollments pushing them below their CAP, thereby making them ineligible for "additional" GAIN FTES.

FIGURE 3

College GAIN Revenues and Contracts
1991-92 and 1992-93


(In millions, rounded to nearest tenth)
1991-92
Certified Additional GAIN ADA* 33.6% - $14.7M
Regular GAIN ADA 45.6% - $19.9M
Apportionment Revenues
a
b
c
Other Contracts 0.4% - $0.2M
JTPA 8%-50% Contracts 8.3% - $3.6M
GAIN Services Contracts 4.4% - $1.9M
Excess Costs Contracts 8.6% - $3.7M
1992-93
Certified Additional GAIN FTES 26.3% - $9.8M
Regular GAIN FTES 53% - $19.8M
JTPA 8%-50% Contracts 10% - $3.7M
Excess Costs Contracts 6.8% - $2.5M
Other Contracts 0.9% - $0.3M
GAIN Services Contracts 3% - $1.1M
* Of the $14.7 million:
(a) $9.2 million was allowed.
(b) $2 million was funded and scheduled for later allocation.
(c) $3.5 million was unfunded.

The unshaded portion of Figure 3 represents college contracts specifically earmarked for GAIN students and associated costs. These contracts fall into four main categories: (1) GAIN excess costs contracts, in which county welfare departments pay colleges for certain "over and above" expenses related to GAIN clients, such as reporting of students' progress; (2) GAIN service contracts, in which colleges contract to provide GAIN services, such as vocational assessment on behalf of the county; (3) Job Training Partnership Act (JTPA) 8%-50% contracts, where colleges provide basic education instruction under contract to local JTPA service delivery areas (SDAs); and (4) other contracts specifically negotiated for GAIN, such as the Carl D. Perkins Vocational and Applied Technology Education Act (VATEA) projects, grants from local service organizations, etc. In 1992-93, 48 colleges in 42 districts held one or more of these contracts (see Appendix A, Tables 3 and 4). Total contract revenues for GAIN decreased by $1.6 million from $9.3 million in 1991-92, to $7.7 million in 1992-93.

GAIN Services Provided by Colleges Under Contract

The law requires counties to provide an array of services to GAIN participants. These are roughly grouped into job services (job placement, employment counseling, job search, etc.), and education and training (assessment, basic education, vocational education, support services, etc.). Many colleges contract to provide one or more of these services as well as additional services (funded as excess costs) that may be necessary for GAIN students, such as special academic advising, attendance monitoring, etc.

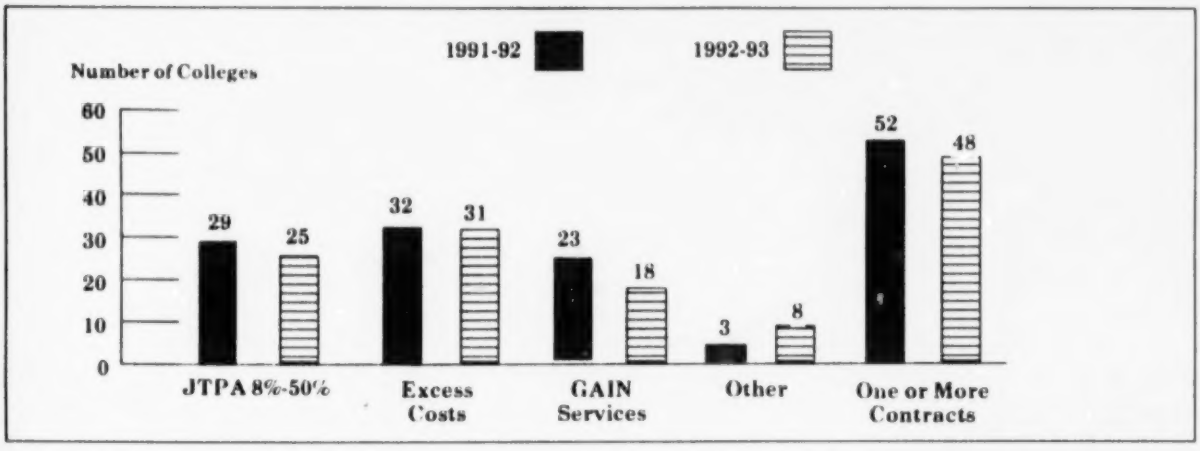
We asked colleges to report the type of services they provided under contract exclusively for, or on behalf of, GAIN clients. The data in Figure 4 indicates that fewer colleges received GAIN-specific contracts in 1992-93. The total number of colleges with one or more contracts decreased from 52 to 48 campuses. This year's survey, as did last year's, indicated the most frequent GAIN-specific contract in community colleges is the excess cost contract, present at thirty-one colleges in the state (refer to Figure 4). GAIN services contracts fell from 23 to 18 campuses or 22 percent, followed by a decrease in the number of JTPA 8%-50% contracts from 29 to 25 campuses, a 14 percent decline. As in previous surveys, vocational assessment is the most frequently contracted service under GAIN service contracts, provided in 11 of 18 colleges holding such contracts. It is interesting to note that other contracts (Figure 4) increased to 8 this year. Services provided from other contract funds ranged from monitoring and reporting GAIN students, to vocational educational assessment, and ESL instruction.

In 1986, the State Job Training Coordinating Council, which sets policy and has oversight responsibility for the state's JTPA funds, established a policy that the JTPA 8%-50% funds were limited to covering the costs of GAIN, ABE, GED, or ESL. During program year 1992-93, 17 of the 25 colleges provided all three types of instruction. Beginning with fiscal year 1993-94, the JTPA 8%-50% funds can be used for GAIN "concurrent enrollment." This means that JTPA 8%-50% contracts will be able to fund GAIN services, which in addition to ABE, GED, and/or ESL, include a number of GAIN services such as vocational training, pre-employment preparation, educational services, On-the-Job Training, etc.

The 1991-92 survey asked community colleges to identify contracts they held that served GAIN students but served other students as well. We omitted reporting on "Contracts Not Limited to Services for GAIN Clients" in this survey, because campus information on GAIN participant access to and participation in other contract resources is not generally tracked or easily identified and therefore the data reported in the survey is incomplete.

FIGURE 4

Number of Colleges with GAIN-Specific Contracts
1991-92 and 1992-93



Program Trends

The 1992-93 survey data indicates a second year trend of declining GAIN student participation in the community colleges. The colleges reported an 11 percent decrease in GAIN participants and a $1.4 million decline in "additional" GAIN FTES funding. Most of this decline is due to fewer referrals by county welfare offices to the community colleges and an emphasis on moving participants through the GAIN program at a faster pace.

Overall, the survey data also continues some of the trends of the previous years. The GAIN program continues to serve large numbers of students who traditionally have been underrepresented in higher education, including women and ethnic minorities. The GAIN student population was 74.8 percent female and 67.2 percent non-white. Compared with 1991-92, the GAIN program in the community colleges in 1992-93 served a larger percentage of Hispanic students and a larger percentage of younger students.

1993-1994 will be the last year that we will be collecting comprehensive survey data from the community colleges to produce this annual report. Beginning in Fall, 1995, we will be utilizing data from the automated community college Management Information System (MIS). We will also be able to report outcome data on GAIN participants including units attempted and completed, grade point average, and degrees and certificates awarded. This year, we will be matching data from MIS with the data reported in the paper survey to correct any discrepancies in the information reported. Consequently, it is crucial that campus GAIN program coordinators work closely with their MIS staff to ensure that complete and accurate GAIN program and participant data is collected and reported through MIS.

Over the next few years, we expect continued policy initiatives at both the state and federal level designed to make the GAIN program into a more fast-track employment program. In the future, we can expect a trend towards referrals to more short-term training programs especially those offered concurrently with basic education instruction. Also, the trend may be towards more open-entry, open-exit courses, courses that meet more hours a day but less hours overall, special strategies to improve classroom attendance, more computer assisted instruction, and curriculum that integrates basic skills, life skills, and job skills. Community colleges will continue to be an important provider of educational services to the extent that they can adapt their programs and courses to meet the needs of the GAIN participants and the changing profile of the program.

APPENDIX A

DISTRICT-LEVEL TABLES

Appendix A

Table 1

1992-93 GAIN Student Profile by District*

		ETHNICITY								GENDER			AGE						
District	TOTAL	AI	AS/PI	BLACK	WHITE	HISP	FILIP	OTHER	UNK	FEMALE	MALE	UNK	LESS20	20-24	25-29	30-34	35-39	40+	UNK
ALLAN HANCOCK	317	3	11	27	132	140	4	0	0	252	65	0	10	37	76	87	50	57	0
BUTTE	307	4	76	9	190	11	1	3	13	205	102	0	10	48	0	206	0	43	0
CERRITOS	93	4	2	17	24	30	3	1	13	85	8	0	0	22	23	20	19	9	0
CHABOT - LAS POSIT	104	1	1	57	38	9	0	0	0	101	3	0	3	27	19	26	20	9	0
CHAFFEY	528	6	16	124	126	212	0	4	40	449	79	0	31	80	113	124	82	71	27
COAST	275	0	100	3	56	30	0	6	0	108	167	0	0	20	28	57	48	97	33
COMPTON	205	0	1	168	8	25	1	1	0	194	11	0	0	10	29	51	49	66	0
CONTRA COSTA	213	3	38	82	53	21	2	14	0	167	46	0	12	46	38	39	39	39	0
DESERT	111	0	0	4	29	72	0	5	1	89	22	0	16	20	21	15	23	16	0
FEATHER RIVER	51	5	0	0	39	7	0	0	0	43	9	0	5	3	8	15	16	4	0
FOOTHILL-DE ANZA	254	2	40	34	123	46	0	9	0	211	43	0	15	48	54	65	42	30	0
GAVILAN	73	0	2	1	21	46	0	0	3	66	7	0	2	13	15	17	8	7	11
GLENDALE	285	1	12	7	135	122	1	7	0	211	58	16	4	34	27	47	43	85	45
IMPERIAL	325	2	3	6	21	292	0	0	1	245	80	0	8	25	56	58	87	91	0
KERN	495	23	1	76	307	85	2	0	1	414	81	0	3	65	258	62	33	67	7
LASSEN	30	1	0	0	28	1	0	0	0	22	8	0	0	2	8	10	8	2	0
LONG BEACH	721	10	40	336	100	145	5	0	5	658	63	0	15	93	287	163	105	50	8
LOS ANGELES	2574	17	98	1125	239	985	9	40	62	2321	246	7	139	396	513	571	530	364	63
LOS RIOS	605	23	28	110	357	60	5	0	22	502	103	0	0	0	0	0	0	0	605
MARIN	23	1	6	5	8	2	0	1	0	13	10	0	0	2	4	4	6	7	0
MENDOCINO-LAKE	75	3	0	0	70	1	0	0	1	65	10	0	1	14	11	21	17	11	0
MERCED	758	6	383	43	149	136	5	7	29	365	369	24	17	101	156	150	117	193	24
MIRA COSTA	91	1	5	14	30	40	1	0	0	84	7	0	0	4	33	31	20	3	0
MONTEREY	38	0	11	7	6	6	0	0	8	29	8	1	0	0	0	0	0	0	38
MT. SAN ANTONIO	564	8	64	83	146	239	14	7	3	221	343	0	106	139	117	83	54	65	0
MT. SAN JACINTO	49	2	1	3	32	8	1	1	1	40	9	0	2	10	12	13	10	2	0
NAPA VALLEY	94	0	2	11	66	14	0	1	0	85	9	0	4	21	22	24	15	7	1
NORTH ORANGE COU	498	3	105	41	195	147	3	0	4	402	96	0	10	110	110	139	38	90	0
PALO VERDE	83	1	1	3	12	64	0	1	1	74	9	0	13	11	12	19	10	18	0
PASADENA	202	4	22	67	39	52	0	16	2	163	37	2	3	32	36	47	35	49	0
PERALTA	149	2	2	110	10	14	2	1	8	142	6	1	8	41	33	25	25	17	0
RANCHO SANTIAGO	802	9	294	47	133	306	2	13	0	498	304	0	59	130	0	350	0	263	0
REDWOODS	106	6	1	1	91	3	0	0	4	87	19	0	1	22	19	28	20	16	0
SAN BERNARDINO	99	0	0	0	0	0	0	0	99	0	0	99	0	0	0	0	0	0	99
SAN DIEGO	1494	13	283	514	266	395	15	6	2	1177	317	0	209	410	358	182	149	186	0
SAN FRANCISCO	512	0	0	0	0	0	0	0	512	0	0	512	0	0	0	0	0	0	512
SAN JOAQUIN DELTA	620	5	206	78	137	143	2	30	19	374	246	0	8	99	409	0	0	104	0
SAN JOSE-EVERGREE	372	3	131	30	74	102	2	4	26	245	127	0	33	65	74	73	64	56	7
SAN LUIS OBISPO CO	62	1	0	3	50	7	0	0	1	59	3	0	1	6	22	14	13	6	0
SAN MATEO COUNTY	117	3	12	33	35	29	4	1	0	103	14	0	8	22	29	33	14	11	0
SANTA BARBARA	101	3	20	8	10	49	0	11	0	83	18	0	11	5	17	21	19	27	1
SANTA MONICA	42	0	0	0	0	0	0	0	42	0	0	42	0	0	0	0	0	0	42
SEQUOIAS	141	3	10	4	67	51	2	1	3	111	29	1	4	26	21	48	25	16	1
SHASTA-TEHAMA-TRI	485	26	92	5	343	17	2	0	0	302	183	0	83	64	86	112	83	57	0
SIERRA	79	2	0	0	71	5	0	0	1	65	14	0	1	16	18	25	12	7	0
SISKIYOU	51	4	1	5	40	1	0	0	0	45	6	0	1	9	38	2	0	1	0
SOLANO COUNTY	95	1	5	31	43	13	2	0	0	84	11	0	3	10	17	35	22	8	0
SONOMA COUNTY	475	21	31	27	325	60	1	6	4	368	103	4	20	91	115	129	74	46	0
STATE CENTER	516	16	79	87	172	141	2	6	13	385	131	0	15	128	129	97	91	56	0
VENTURA COUNTY	25	1	0	0	8	16	0	0	0	20	5	0	0	9	10	5		1	0
VICTOR VALLEY	261	5	9	17	140	88	0	0	2	199	62	0	21	50	43	68	30	49	0
WEST KERN	82	2	0	0	73	7	0	0	0	63	19	0	3	18	29	18	11	3	0
WEST VALLEY-MISSI	165	3	28	35	59	35	2	2	1	143	22	0	3	31	29	39	39	24	0
YOSEMITE	1270	10	557	34	409	218	1	15	26	665	605	0	72	121	164	272	277	364	0
YUBA	665	16	78	22	437	81	1	10	20	449	216	0	42	140	145	163	113	62	0
STATEWIDE TOTALS	18827	289	2988	3554	5852	4827	96	231	990	13551	4547	709	1835	2946	3892	3903	2605	2932	1514
Percent of Known		1.60	16.8	20	32.8	27	0.5	1.3		74.8	25.2		6	17	22.5	22.5	15	17	

*Districts that did not report GAIN students are omitted.

Table 2
1992-93 GAIN Student Contract Types, by District*

		Type of Instruction			
District	*TOTAL*	*BASIC ED*	*POST-A*	*SIP*	*UNKNOWN*
ALLAN HANCOCK	317	103	134	79	1
BUTTE	307	131	128	48	0
CERRITOS	93	0	0	93	0
CHABOT - LAS POSITAS	104	0	74	30	0
CHAFFEY	528	400	82	46	0
COAST	275	212	47	16	0
COMPTON	205	53	91	61	0
CONTRA COSTA	213	0	0	0	213
DESERT	111	111	0	0	0
FEATHER RIVER	51	25	17	9	0
FOOTHILL-DE ANZA	254	0	152	102	0
GAVILAN	73	2	8	30	33
GLENDALE	285	200	20	65	0
IMPERIAL	325	59	33	144	89
KERN	495	115	34	83	263
LASSEN	30	0	0	0	30
LONG BEACH	721	388	233	100	0
LOS ANGELES	2574	2227	227	121	0
LOS RIOS	605	24	231	79	271
MARIN	23	0	0	0	23
MENDOCINO-LAKE	75	49	0	21	5
MERCED	758	460	91	207	0
MIRA COSTA	91	84	7	0	0
MONTEREY	38	31	3	0	4
MT. SAN ANTONIO	564	116	51	384	13
MT. SAN JACINTO	49	0	0	49	0
NAPA VALLEY	94	7	83	4	0
NORTH ORANGE COUNTY	498	387	64	47	0
PALO VERDE	83	81	0	2	0
PASADENA	202	109	0	93	0
PERALTA	149	5	133	11	0
RANCHO SANTIAGO	802	591	77	134	0
REDWOODS	106	0	0	0	106
SAN BERNARDINO	99	0	0	0	99
SAN DIEGO	1494	1409	46	39	0
SAN FRANCISCO	512	395	101	0	16
SAN JOAQUIN DELTA	620	346	246	28	0
SAN JOSE-EVERGREEN	372	117	128	122	5
SAN LUIS OBISPO COUNT	62	0	0	0	62
SAN MATEO COUNTY	117	1	91	17	8
SANTA BARBARA	101	75	11	15	0
SANTA MONICA	42	0	0	42	0
SEQUOIAS	141	0	0	0	141
SHASTA-TEHAMA-TRINIT	485	341	91	53	0
SIERRA	79	1	44	34	0
SISKIYOU	51	30	10	11	0
SOLANO COUNTY	95	0	88	7	0
SONOMA COUNTY	475	244	187	40	4
STATE CENTER	516	0	142	374	0
VENTURA COUNTY	25	0	25	0	0
VICTOR VALLEY	261	261	0	0	0
WEST KERN	82	37	28	16	1
WEST VALLEY-MISSION	165	14	88	50	13
YOSEMITE	1270	0	0	0	1270
YUBA	665	321	277	65	2
STATEWIDE TOTALS	18827	9562	3623	2971	2671
Percent of Known		59.2	22.4	18.4	

*Colleges that did not report GAIN students are omitted.
Percentages are for students with known contract types.

Table 3
1992-93 GAIN Contract Funds, by District*

District	*Exc Costs*	*JTPA8-50*	*SERVICES*	*OTHER*	*TOTAL*
ALLAN HANCOCK	$25,448	$58,221			$83,669
BUTTE			$19,500		$19,500
CERRITOS			$15,000		$15,000
CHABOT - LAS POSITAS	$28,700	$5,000			$33,700
CHAFFEY	$25,994				$25,994
COAST	$138,000	$57,707			$195,707
COMPTON	$5,000	$96,046			$101,046
DESERT			$50,700		$50,700
FEATHER RIVER	$3,921		$2,880		$6,801
FOOTHILL-DE ANZA	$58,000			$4,000	$62,000
GAVILAN	$23,000				$23,000
GLENDALE	$25,707	$92,228			$117,935
IMPERIAL			$128,751		$128,751
KERN	$4,530		$118,986		$123,516
LONG BEACH	$36,000	$253,183			$289,183
LOS ANGELES	$779,627	$1,276,930			$2,056,557
LOS RIOS			$30,000		$30,000
MENDOCINO-LAKE			$10,350		$10,350
MERCED	$261,777	$80,000			$341,777
MIRA COSTA		$115,470	$39,953		$155,423
MT. SAN ANTONIO	$25,500	$52,234		$34,959	$112,693
NAPA VALLEY	$3,168				$3,168
NORTH ORANGE COUNTY	$72,747	$147,346		$61,614	$281,707
PASADENA	$30,500	$98,716			$129,216
PERALTA			$165,076	$49,717	$214,793
RANCHO SANTIAGO	$113,653	$312,607	$93,200		$519,460
SAN DIEGO		$359,450	$116,280		$475,730
SAN FRANCISCO	$130,051				$130,051
SAN JOAQUIN DELTA		$109,036			$109,036
SAN JOSE-EVERGREEN	$73,500				$73,500
SAN LUIS OBISPO COUNTY		$43,110	$85,162	$58,038	$186,310
SANTA BARBARA	$20,700	$25,148			$45,848
SEQUOIAS	$48,840				$48,840
SHASTA-TEHAMA-TRINITY		$50,000			$50,000
SISKIYOU	$43,606		$4,660		$48,266
SONOMA COUNTY	$99,326	$101,512			$200,838
STATE CENTER	$270,000				$270,000
VENTURA COUNTY		$69,583			$69,583
VICTOR VALLEY		$48,000			$48,000
WEST KERN		$22,048			$22,048
WEST VALLEY-MISSION	$49,000		$23,000	$18,000	$90,000
YOSEMITE	$119,104	$175,680	$185,855	$119,230	$599,869
YUBA	$29,426	$71,907			$101,333
STATEWIDE TOTALS	$2,544,825	$3,721,162	$1,089,353	$345,558	$7,700,898
	33%	48%	14%	5%	100%

*These data represent revenue generated, not actual expenditures, for GAIN-specific contracts only.
Districts that did not report GAIN contracts are omitted.

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Table 4
1992-93 GAIN Contract Funds, by District, Ranked by Total Funds*

District	*Exc Costs*	*JTPA8-50*	*SERVICE*	*OTHER*	*TOTAL*
LOS ANGELES	$779,627	$1,276,930			$2,056,557
YOSEMITE	$119,104	$175,680	$185,855	$119,230	$599,869
RANCHO SANTIAGO	$113,653	$312,607	$93,200		$519,460
SAN DIEGO		$359,450	$116,280		$475,730
MERCED	$261,777	$80,000			$341,777
LONG BEACH	$36,000	$253,183			$289,183
NORTH ORANGE COUN	$72,747	$147,346		$61,614	$281,707
STATE CENTER	$270,000				$270,000
PERALTA			$165,076	$49,717	$214,793
SONOMA COUNTY	$99,326	$101,512			$200,838
COAST	$138,000	$57,707			$195,707
SAN LUIS OBISPO COU		$43,110	$85,162	$58,038	$186,310
MIRA COSTA		$115,470	$39,953		$155,423
SAN FRANCISCO	$130,051				$130,051
PASADENA	$30,500	$98,716			$129,216
IMPERIAL			$128,751		$128,751
KERN	$4,530		$118,986		$123,516
GLENDALE	$25,707	$92,228			$117,935
MT. SAN ANTONIO	$25,500	$52,234		$34,959	$112,693
SAN JOAQUIN DELTA		$109,036			$109,036
YUBA	$29,426	$71,907			$101,333
COMPTON	$5,000	$96,046			$101,046
WEST VALLEY-MISSIO	$49,000		$23,000	$18,000	$90,000
ALLAN HANCOCK	$25,448	$58,221			$83,669
SAN JOSE-EVERGREEN	$73,500				$73,500
VENTURA COUNTY		$69,583			$69,583
FOOTHILL-DE ANZA	$58,000			$4,000	$62,000
DESERT			$50,700		$50,700
SHASTA-TEHAMA-TRI		$50,000			$50,000
SEQUOIAS	$48,840				$48,840
SISKIYOU	$43,606		$4,660		$48,266
VICTOR VALLEY		$48,000			$48,000
SANTA BARBARA	$20,700	$25,148			$45,848
CHABOT - LAS POSITA	$28,700	$5,000			$33,700
LOS RIOS			$30,000		$30,000
CHAFFEY	$25,994				$25,994
GAVILAN	$23,000				$23,000
WEST KERN		$22,048			$22,048
BUTTE			$19,500		$19,500
CERRITOS			$15,000		$15,000
MENDOCINO LAKE			$10,350		$10,350
FEATHER RIVER	$3,921		$2,880		$6,801
NAPA VALLEY	$3,168				$3,168
STATEWIDE TOTALS	$2,544,825	$3,721,162	$1,089,353	$345,558	$7,700,898
	33%	48%	14%	5%	100%

*These data represent revenue generated, not actual expenditures, for GAIN-specific contracts only. Districts that did not report GAIN contracts are omitted.

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Table 5
Funded Additional GAIN FTES at Period 2*

DISTRICT	*CREDIT FTES*	*NON-CREDIT FTES*	*TOTAL FTES*	*TOTAL GAIN FUNDING* *
ALLAN HANCOCK	98.50	40.89	139.39	$351,740
BARSTOW	5.23	0.30	5.26	$18,546
BUTTE	86.08	8.67	100.01	$257,690
CHAFFEY	142.13	6.29	148.42	$416,077
COMPTON	48.52	0.06	48.58	$139,736
FEATHER RIVER	8.61	0.04	8.65	$31,117
GLENDALE	21.51	1.35	22.86	$63,628
IMPERIAL	279.04	0.00	279.04	$798,629
KERN	125.97	11.05	137.02	$388,774
LOS ANGELES	493.48	27.59	521.07	$1,443,196
LOS RIOS	119.19	0.71	119.9	$335,451
MERCED	297.46	72.11	369.57	$980,300
MT. SAN ANTONIO	9.57	1.06	10.63	$28,511
NAPA VALLEY	13.01	1.16	14.07	$39,342
NORTH ORANGE COUNTY	20.91	1.37	22.28	$60,810
RANCHO SANTIAGO	63.32	12.28	75.60	$199,222
REDWOODS	16.09	0.38	16.47	$46,474
SAN JOAQUIN DELTA	258.32	11.00	269.32	$728,854
SAN JOSE-EVERGREEN	159.15	0.59	159.74	$459,070
SAN LUIS OBISPO	12.90	0.64	13.54	$37,990
SAN MATEO	10.37	0.00	10.37	$29,494
SANTA BARBARA	4.37	0.23	4.60	$12,788
SOLANO	20.98	1.67	22.65	$62,426
SONOMA COUNTY	76.26	31.59	107.85	$266,115
STATE CENTER	222.66	3.47	226.13	$626,162
VENTURA	23.32	0.54	23.86	$65,467
VICTOR VALLEY	26.13	2.69	28.82	$79,036
WEST KERN	17.62	0.32	17.94	$64,882
WEST VALLEY-MISSION	78.67	0.65	79.32	$226,601
YOSEMITE	426.23	45.07	471.30	$1,275,435
YUBA	92.60	0.75	93.35	$260,487
STATEWIDE TOTALS	**3,278.20**	**284.52**	**3,567.61**	**$9,794,050**

*Amount of GAIN FTES that is above Maintenance of Effort (MOE) and CAP, up to the level approved in the Additional GAIN FTES application.

APPENDIX B

LEGISLATIVE DEFINITIONS OF GAIN SERVICES

Excerpted from AB 2580

APPENDIX B

Legislative Definitions of GAIN Services (Excerpted from AB 2580)

Job Services

1. Job Club/Supervised Job Search

Consists of both of the following: Job search workshops which shall be group training sessions where participants learn various job finding skills, including training in basic job seeking skills, job development skills, job interviewing skills, understanding employer requirements and expectations, and how to enhance self-esteem, self-image, and confidence.

Supervised job search, which shall include, but not be limited to, access to phone banks in a clean and well-lighted place, job orders, direct referrals to employers, or other organized methods of seeking work which are overseen, reviewed, and criticized by a trained employment professional.

2. Unsupervised Job Search

Individual seeks work in his or her own way, and make periodic progress reports no less frequently than every two weeks to the county welfare department or the agency contracting with that department.

3. Job Placement

Referrals to jobs, including but not limited to, those listed by employers with the State Job Service.

4. Job Development

Active assistance in seeking employment provided to a participant by a trained employment professional on a one-to-one basis.

5. Employment Counselling

Counselling aimed at helping a person reach an informed decision on an appropriate employment goal.

Support Services

6. Transportation

Costs shall be paid for every participant to and from his or her job or training assignment.

7. Child Care

Paid child care shall be available to every participant with a child under 12 years of age who needs it in order to participate in the program component to which he or she is assigned.

8. Ancillary Expenses

Include the cost of books, tools, clothing, fees, and other necessary costs of a work or training assignment.

9. Personal Counselling

Participant who has personal or family problems that would affect the outcome of the employment plan shall receive necessary counselling or therapy to help him or her and his or her family adjust to his or her job or training assignment.

Education and Training Services

10. Initial Appraisal

Initial process supervised by the county welfare department (CWD) to collect information to determine appropriate participant contracts; includes registration, basic skills appraisal (educational agencies may conduct basic skills appraisal under contract to CWD) and referral to appropriate educational and support services.

11. Assessment; Employment Development Plan

A participant shall work with the county welfare department to initiate the development of an employment plan. In developing the employment plan pursuant to this subdivision, the county and the participant shall develop an assessment of the skills and needs of the participant, which shall include at least all of the following:

(a) The participant's work history, including an inventory of his or her employment skills, knowledge, and abilities.

(b) The participant's educational history and present educational competency level.

(c) The participant's need for supportive services in order to obtain the greatest benefit from employment and training services.

(d) The employment goals of the participant, and an evaluation of the chances for the achievement of these goals given the current potential skills of the participant and the local labor market conditions.

(e) A goal to be attained upon completion of the program, including the period of time it will take to achieve this goal, and the resources available under this program for the attainment of the goal. This assessment shall be done by a person qualified by education or experience to provide counselling, guidance, assessment, or career planning.

12. Adult basic education (ABE), GED

Pre-employment basic education, including reading, writing and arithmetic necessary for employment or job training, including high school proficiency.

13. English as a Second Language (ESL)

Instruction in English for non-English speaking participants.

14. Vocational English as a Second Language (VESL)

Intensive instruction in English for non-English speaking participants, coordinated with specific job training.

15. Job Training (Short Term)

Training in employer-specific job skills in a classroom or on-site setting.

16. Community College (Vocational) Education

Community college education that provides sufficient employment skills training that can reasonably be expected to lead to employment.

Legislative Definitions of GAIN Services (AB 2580) (Continued)

17. On-the-Job Training

Subsidized employment in which a participant receives job skills training from an employer on an actual job; can be subsidized via grant diversion (See Item 19).

18. Pre-Employment Preparation (Short and Long Term)

Non-salaried work for a public or non-profit agency that provides the participant with either of the following:

(a) Basic pre-employment preparation, which shall provide work behavior skills and a reference for future unsubsidized employment.

(b) Advanced pre-employment preparation, which shall provide on-the-job enhancement of existing participant skills in a position related to a participant's experience, training, or education.

A short-term pre-employment preparation assignment shall be for not longer than three months.

A long-term pre-employment preparation assignment shall not exceed one year.

19. Grant Diversion (Subsidize Supported Work or Transitional Employment)

"Grant diversion" subsidizes supported work, transitional employment, or on-the-job training. The recipient's cash grant, or a portion thereof, or the welfare grant savings from employment, is diverted to the employer as a wage subsidy.

"Supported Work" is a transitional work experience program in which an intermediary service provider offers intensive basic training for long-term recipients with little or no employment history or marketable skills.

"Transitional Employment" is training and/or employment in a work setting arranged for and/or provided by an intermediary service provider that offers training and experience for participants who have some marketable skills or a history or employment.